



Hoover Elementary School 2009
School Improvement Plan (SIP) Executive Summary
“Investing in student growth and helping all students reach their potential.”



1a. Analyze the last three years of reading scores. What observations and conclusions can you make? What do you attribute to the gains or losses? What trends seem to be occurring? (see comparison/longitudinal charts below and following page)?

Hoover continues to have a strong reading profile in grades 3-6 on the OAKS Reading State Assessment. Hoover’s reading profile shows:

- **Considerably higher proportion of students that exceeded the standard in grades 3-6 in comparison to the District.**
- **Significantly higher percentage of students at or above benchmark for grades 3-6 in comparison to the District.**
- **The number of students not meeting standard is far less than the District.**
- **In 6th grade the number of students exceeding the standard is almost twice that of the District.**
- **The percentage of not meeting standard in 3rd grade was 2.6%. This is quite low in comparison to the District.**

We are investing additional time on comparing our scores to schools of equal socioeconomic status in the state. We believe we are among the highest performing schools in the state.

We attribute our results in part to ERI (Early Reading Intervention). Daily focused small group instruction with an early reading intervention program, focus on the 90 minute core and double dose of 30 minutes for intensive students has made a positive difference in student achievement. Double dose for intensive students in grades 3-6 has also made a difference although we are not able to serve all of the intensive students in grades 3-6 with double dose due to lack of time available with our resource teacher.

We have implemented Reading First Outreach Strategies for four years and also have been using Reading Street materials for four years. We progress monitor intensive students every two weeks and try alternate strategies for students that do not make adequate progress. We progress monitor our strategic students every month. Our teachers work together in grade level teams to plan alternative strategies for students not making progress. The upper grade students buddy up with primary students and older students read with the younger students which helps build reading fluency.

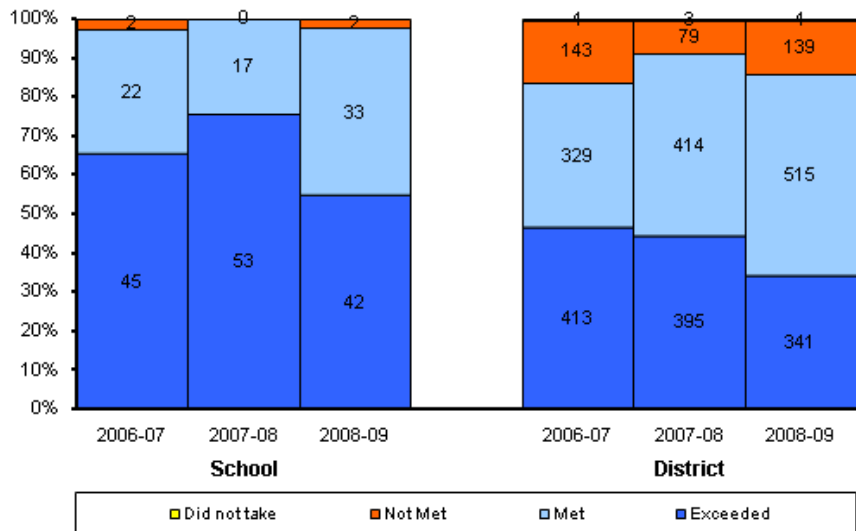
Hoover shows a continuing trend of high reading performance.

Hoover Elementary School 2009 School Improvement Plan (SIP) Executive Summary

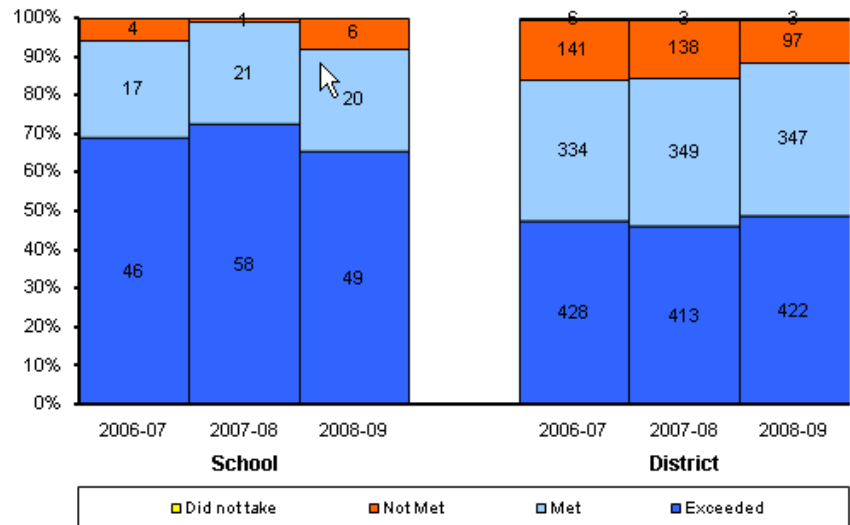
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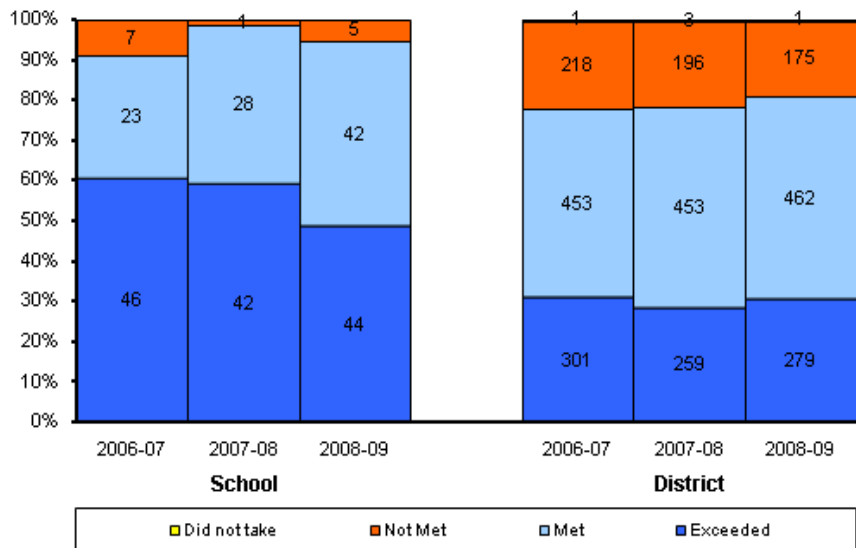
3rd Grade Reading



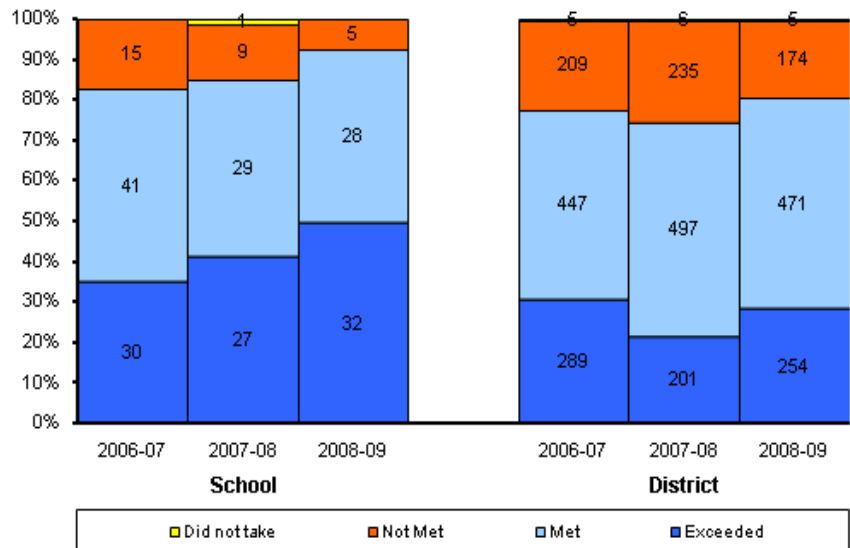
4th Grade Reading



5th Grade Reading



6th Grade Reading





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1b. Analyze the last three years of mathematics scores. What observations and conclusions can you make? What do you attribute to the gains or losses? What trends seem to be occurring? (see comparison/longitudinal charts below and following page)?

Hoover’s math profile continues to show high rates of success with student achievement. The data charts show:

- **Over the past three years Hoover’s third grade has continued to score higher than the District in math.**
 - **The number of Hoover students not meeting is substantially less than the District.**
 - **For the past three years the number of students not meeting was in the 2% range.**
 - **The number of Hoover third grade students exceeding the standard is substantially higher than the District. This number exceeding has risen each year over the past three years.**

- **Over the past three years Hoover’s fourth grade has continued to score higher than the District.**
 - **The number of fourth grade students not meeting decreased by nearly half over the past three years.**
 - **The number of students exceeding increased over the past three years by 7.4%.**

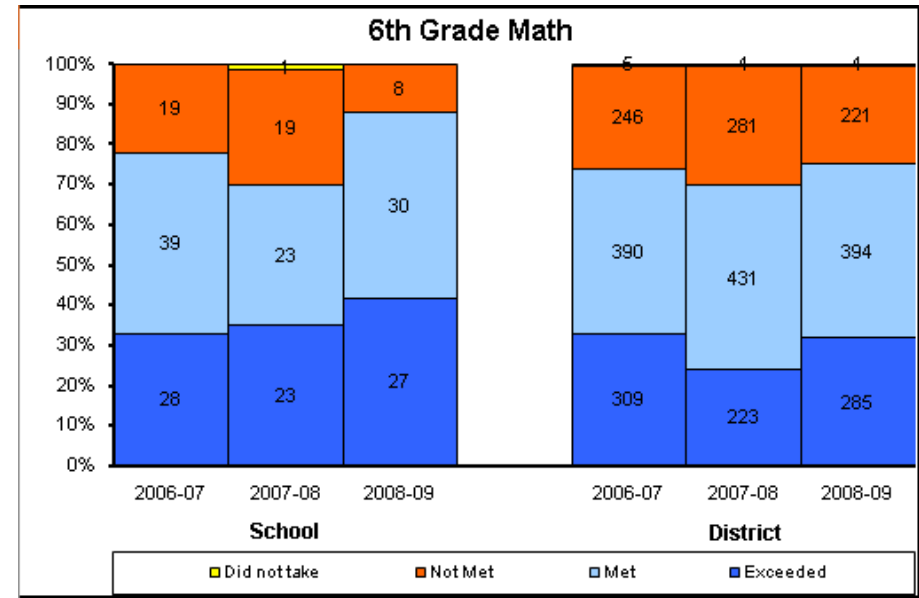
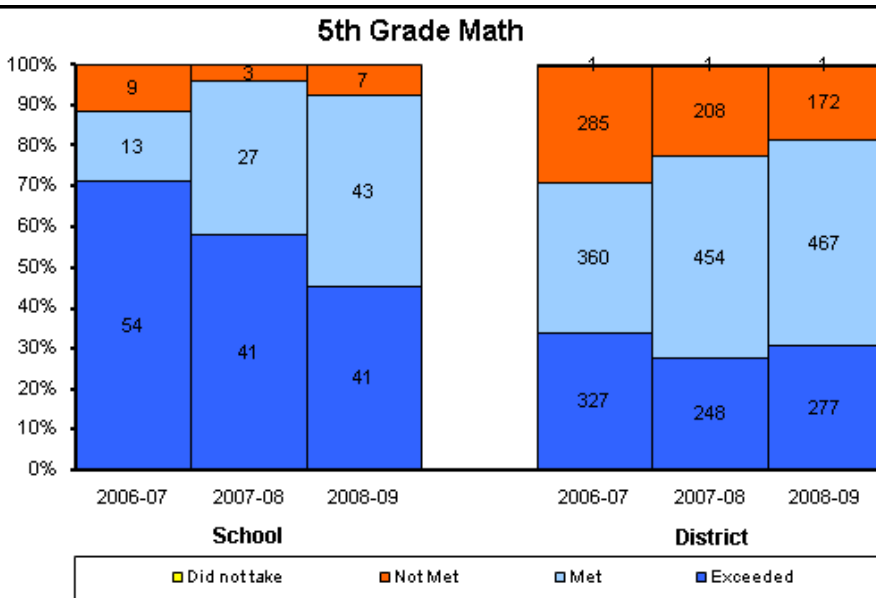
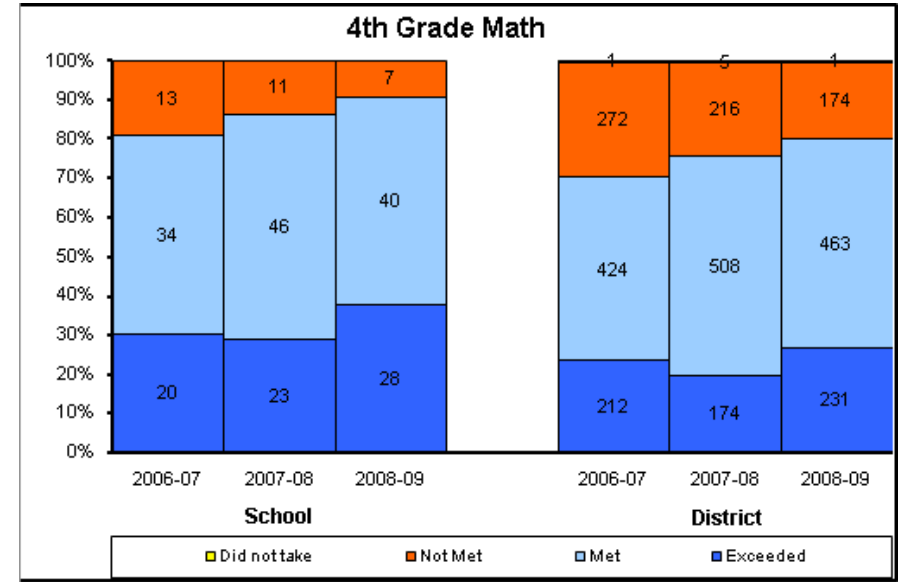
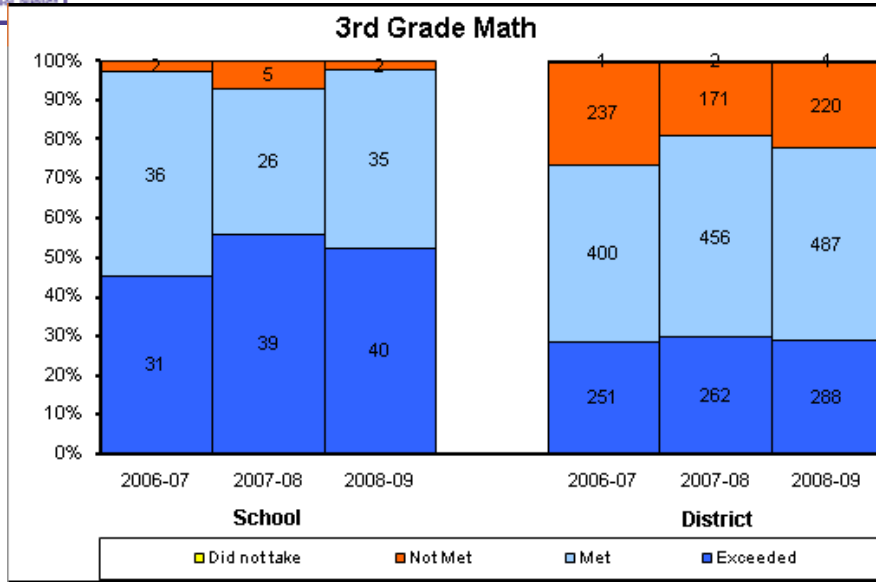
- **Over the past three years Hoover’s fifth grade has continued to score higher than the District.**
 - **The number of students not meeting has decreased over the past three years.**

- **Over the past three years Hoover’s sixth grade has scored higher in math than the District.**
 - **The number of students not meeting in 08-09 was half of what it was in 06-07.**
 - **The number of students exceeding standard increase each year over the past three years.**

In looking at a side by side comparison of the Core Math Curriculum to the new 2007 State Standards, grades 4-6 were not well aligned to standards and this would account for less gain; however, our scores are still higher than the District. The alignment with grades 4-6 and new math standards will occur this year.

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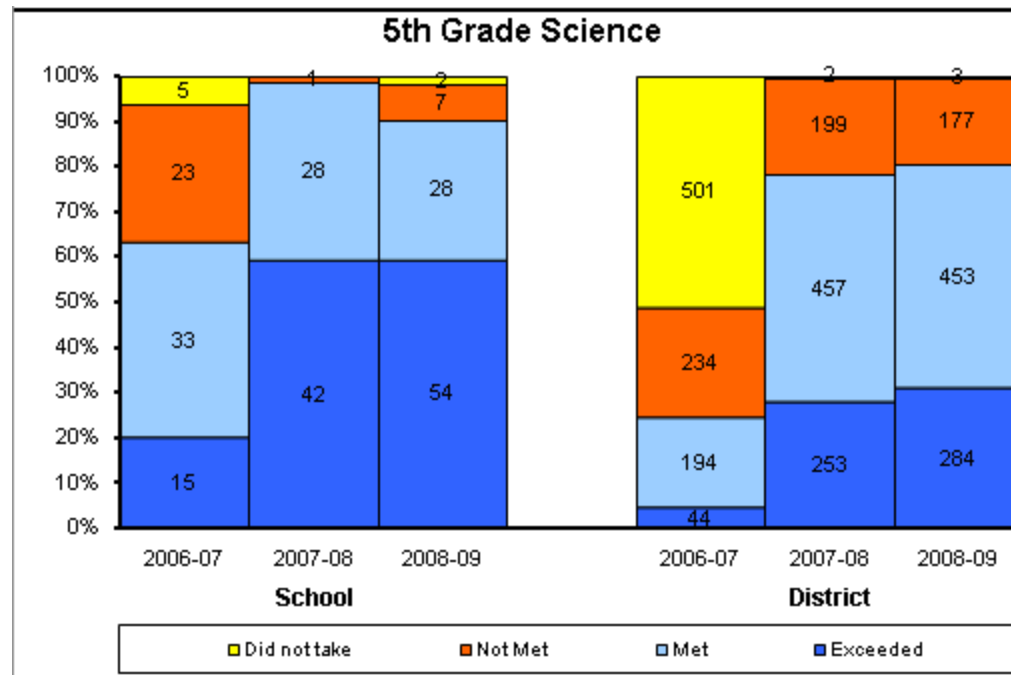


1c. Analyze the last three years of science. What observations and conclusions can you make? What do you attribute to the gains or losses? What trends seem to be occurring? (see comparison/longitudinal charts below and following page)?

Hoover science scores are significantly above the District averages and we have continued with this trend over time.

- Sixty-one percent of students exceeded the standard in 5th grade in 08-09 compared to the District 31%.
- The number of students exceeding the standard was twice that of the District in the last two years.

Hoover may continue to be one of the highest performing schools in the state on the science assessment. We believe that having students participate in our annual Science Fair, science vocabulary study and teaching the scientific method coupled with focused direct instruction on science standards are helping us continue student success. Collectively the entire staff for the past four years has increased their time and energy on direct instruction aimed at the standards at all grade levels. This includes "Curriculum Mapping" by grade level teams. New district adopted science materials have made a difference because curriculum materials are aligned to State Standards and State Assessment.





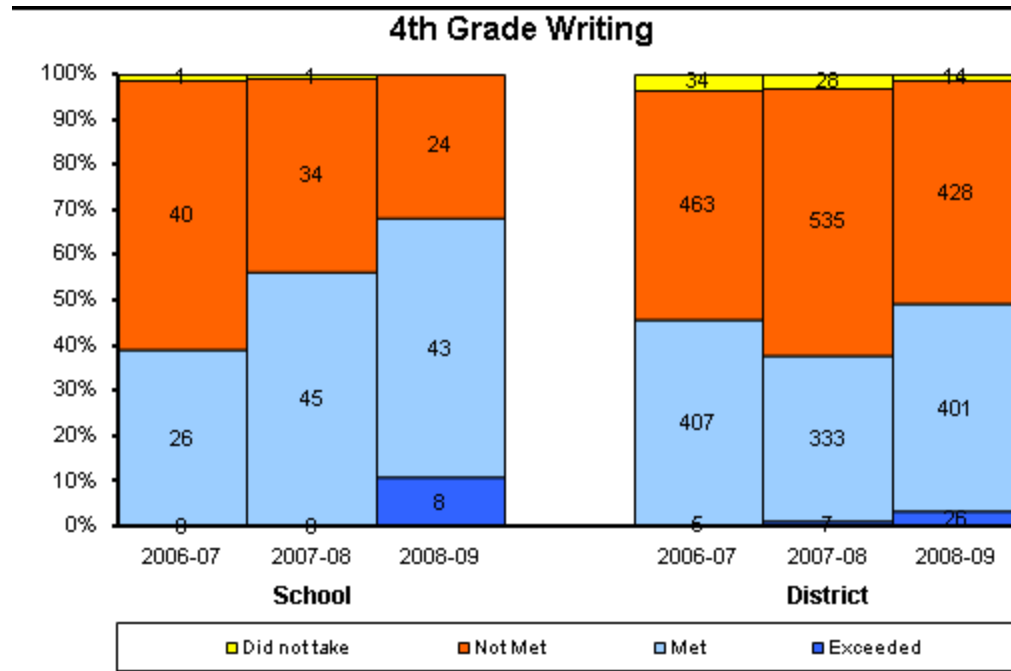
Hoover Elementary School 2009
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1d. Analyze the last two years writing scores. What observations and conclusions can you make? What do you attribute to the gains or losses? What trends seem to be occurring? (see comparison/longitudinal charts below and following page)?

Hoover continues to improve our writing scores. Note that we continue to reduce the number of students that do not meet standard and have increased the number of students exceeding standard as well as meeting standard. We have decreased by half the number of students not meeting the standard.

This improvement has not happened by chance. Our students and staff have been trained in the Lucy Calkins Writing Elaboration Techniques. We have aligned expectations for writing at grade levels through curriculum mapping and we have communicated these expectations to parents via a tri-fold brochure on writing expectations and standards at all grade levels. We have added a mandatory 30 minute writing block three times a week at all grade levels except kindergarten. Teachers have made a collective effort to improve student writing skills and it has proven successful.





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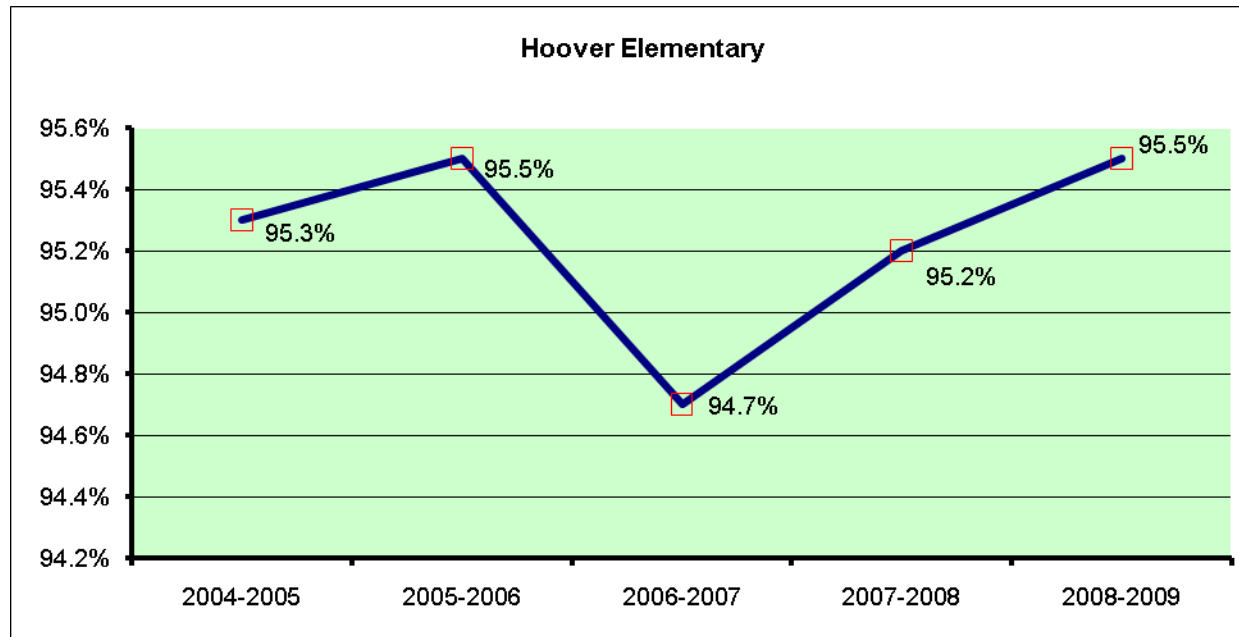


2. How did the school perform in the area of attendance?

Hoover received a 95.5% attendance rate. This reflects hard work on attendance issues and a trend of improvement: 94.7% (06-07) and 95.2% (07-08).

We have initiated a program of increased vigilance following-up on our attendance concerns earlier in the year. Principal action along with the follow-up of Jason Davies (District Truancy Official) helped improve our attendance rate. Our school (teachers, office manager and principal) are paying close attention to student attendance. The principal and office staff has been making phone calls to parents when students are not attending. We are sending attendance letters which stress the importance of attendance and quote attendance policies. We publicize the importance of coming to school each and every day in our newsletters, parent meetings and principal coffees. We hold “student absentee meetings” with parents of students in the critical attendance category.

Parents taking vacations during the instructional school year seems to have an adverse impact on our attendance. We will follow-up with students/parents in this situation as well as continuing our program of increased vigilance and regular monitoring of student attendance throughout the school.





Hoover Elementary School 2009
School Improvement Plan (SIP) Executive Summary
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3. Area(s) of strength and key activities attributed to success:

- **Reading...Continued implementation of Scott Foresman Reading Street program (now in fourth year) and strategies for identified intensive students. Hoover is a model site for other schools in the district now that Reading Street has been adopted by the District. Other successful strategies include:**
 - Implementation of ERI and NCLB double dose strategies.
 - Regular student progress monitoring and implementation of Reading First Outreach Strategies in support of classroom instruction..
 - Instructional Coach and training on 90 minute core.
 - Instruction differentiated for benchmark, strategic and intensive students.
 - Priority of time committed to reading instruction.
- **Math...Curriculum mapping, use of hands-on materials and staff collaboration on new core math standards. Each teacher grades 1-6 has at least 45 minutes daily for math in and 30 minutes daily in Kindergarten. Implementation of new Bridges manipulative materials will help build deeper understanding of concepts focused on new 2007 State Math Standards.**
- **Science...Our staff has focused on scientific processes at all grade levels. We have also taught science vocabulary at all levels. Student participation in our Science Fair and focused instruction on science standards is occurring at all levels. Teachers are working collaboratively with a greater focus on science. For the past three years, Hoover has been using the Reading Street Curriculum which integrates reading and science. This curriculum has nearly doubled the amount of non-fiction (science related) reading material for students than our previous series had. More of our teachers are integrating the science leveled readers into their 90 minute core reading block.**
- **Writing...Continued implementation and training on writing elaboration.**
 - School-wide implementation of Lucy Calkins writing elaboration materials along with writing across the curriculum.
 - School-wide performance objective to improve writing instruction which includes increased time for direct writing instruction, writing across the curriculum and continued training on writing elaboration.
 - Grade level articulation of writing expectations and communication with parents.
 - Mandatory writing in every classroom three times a week for 30 minutes.
- **Highly Qualified Teachers...All staff members are highly qualified. The number of new teachers to Hoover due to Budget reductions and RIF processes raises training and implementation problems for our school.**
- **Collaborative planning and a focused staff...Teachers meet together regularly in grade level teams with our instructional coach for student progress monitoring, discussion of successful instructional strategies and to plan future curriculum/instruction. Action teams meet throughout the year to address key improvement strategies and analyze data.**
- **Technology...We implemented Successmaker Math as an enrichment program acquiring 24 very expensive site licenses. We use Successmaker for our “cusp” students at all levels and also in the resource program for additional support. Our computer lab is tapped out and we are working toward mini labs in various locations throughout the school for additional student access.**



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4. Area(s) of concern/focus and key activities you are planning to address concerns:

Attendance...We have become more vigilant with attendance issues regularly monitoring and following-up on attendance issues early in the year.

Mathematics...We have required all teachers 1-6 to have a minimum of 45 minutes of math and Kdg. 30 minutes daily. We are differentiating instruction rather than deploying students vertically for math.. A concern of administration is addressing and further training teachers on how to differentiate instruction to meet student needs in the core area of math without moving students from classroom to classroom and grade level to grade level. We have a building performance objective on differentiating instruction in math. We also need to address what actions we are taking to teach, reteach and master math facts. We have had quality training and will continue to train teachers on the new State Core Math Standards. More training is needed for the successful and full implementation of Successmaker to meet individual student math needs.

New Teacher Training...We have many new staff members due to District budget reductions and RIF processes. Training of new teachers needs to be on-going.

Time is a major issue for planning, implementing and training. We plan to use grade level, staff and team meetings to meet our collaboration needs.

PBS...We received teacher training in Second Steps Curriculum and continue to implement PBS training this year (our 4th year of implementation). PBS helps us focus on positives and teaching rules for common areas, but still does not address serious social/emotional student needs. We are hoping our BIS will help us with this need.

ELL...While still low in numbers at our site, there seems to be an increase of ELL students at Hoover who require more help with learning. We have added strategies to our SIP to address this area.

Technology...We have implemented Successmaker computerized math program for math extensions and remediation. We have implemented PAL, conducting training on the use of our interactive boards for instruction, and the use of Worldbook On Line for research. Grade levels are stepping up requirements for computer generated work.

Physical Education...We are improving our physical education program by focusing on Presidents and National Fitness Standards monthly. Parents have been involved physical education.



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5. What staff development needs have you identified for this year?

- **Successmaker math training.**
- **Training on differentiated instruction to meet student needs in the core area of mathematics within the regular classroom.**
- **Bridges and State 2007 Math Standards Training.**
- **On-going PBS training.**
- **New teacher training...all areas.**
- **Continued training on the Core 90 Minute Reading Block.**
- **Training on writing elaboration.**



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Attachments:

- 1. Consolidation of our School Improvement Plan (Targets and Initiatives).**
- 2. District SIP.**



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**Consolidation of our School Improvement Plan
Targets & Initiatives 2009-10**

Math

1. Collaboration on and implementation of new 2007 State Math Standards. K-2 teachers are held accountable for “in-depth instruction” on new standards. Grades 3-6 are phasing in State Standards over the next year.
2. Implement differentiated instruction strategies in math school-wide.
3. Collaborate on and implement new BRIDGES supplemental math materials.
4. Emphasis on hands-on math activities for “depth of understanding” K-6.
5. 45 minutes of math instruction daily grades 1-6.
6. Provide support and reteaching for below level math students.
7. Focused school-wide training in differentiated math instruction.
8. Analyze OAKS and criterion reference data.

Science

1. Implement 3rd grade science inquiry.
2. Continue implementation of a school-wide science fair based on science inquiry strategies.
3. Align all science field trips and outdoor activities.
4. Incorporate health and nutrition into science units.

(PBS) Positive Behavior Supports and Student Safety

1. Maintain a strong school-wide PBS leadership team and connection with all staff.
2. Continue to use SWIS and analyze data on a quarterly basis.
3. Conduct a staff PBS Survey.
4. Teach expectations in common areas to all students.
5. Introduce the PBS Focus Lesson as part of the Monday Announcements. Implement the PBS Focus Lesson school-wide on Monday (mandatory).
6. Continue training on bully prevention using the “Stop, Walk & Talk lesson Plan.”
7. Conduct all-staff training on behavior referral forms.



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8. Attend PBS training as planned by our district.
9. Brainstorm and implement support for Red Zone students.

Reading

1. Continue implementation of ERI in grades K-1.
2. Continue implementation of double dose strategies K-6.
3. Bi-monthly progress monitoring with grade level teams for intensive students. Monthly for strategic students.
4. Implement Reading Street with fidelity.
5. Continue implementation of Reading First strategies including fidelity to the 90 minute core.
6. Continue instructional support and training using our Instructional Coach and professional development activities.
7. Small group instruction happens five times per week. Strategic students meet 30 minutes five times a week. Intensive students meet 30 minutes five times a week plus double dose.
8. Use 15 minutes of silent reading time to meet with intensive group and the strategic group.
9. Use differentiated lesson plans for strategic and intensives and do this with fidelity.
10. Center rotations focus on the following activities...lines of practice, bingo, toughie charts, word cubes and 10 important sentences.
11. Systematically analyze school data including DIBELS, OAKS and other assessment data.
12. Continue teaching test taking strategies to students.

Writing

1. Increase daily writing opportunities throughout the curriculum.
2. Implement three 30 minute periods per week for formal writing instruction using Lucie Calkins materials.
3. Implement and monitor writing curriculum map grades 1-6.
4. Articulate writing standards grades K-6.
5. New teacher training on writing elaboration using Lucie Calkins strategies.
6. Training on web based writing activities.



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7. Analyze State Writing Assessment results in 4th grade.

ELL

1. Training by our ELL teacher on instructional strategies to use in the classroom.
2. Provide support for our ELL population by pairing students in the classroom, reteaching and using our ELL teacher in a pull-out program.

Technology

1. Implementation of Successmaker Math Program school-wide.
2. Focused training on Successmaker.
3. Use of technology in the classrooms as a teaching/learning tool.
4. Training on use of web based curriculum materials in content areas.